



SHAW HEIGHTS ELEMENTARY

5121 Frierson Road
Shaw Air Force Base, SC

Grades	2-3 Elementary School	
Enrollment	469 Students	
Principal	Elizabeth C. Compton	803-666-2335
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Good
2009	Average	At-Risk
2008	Average	Below Average
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

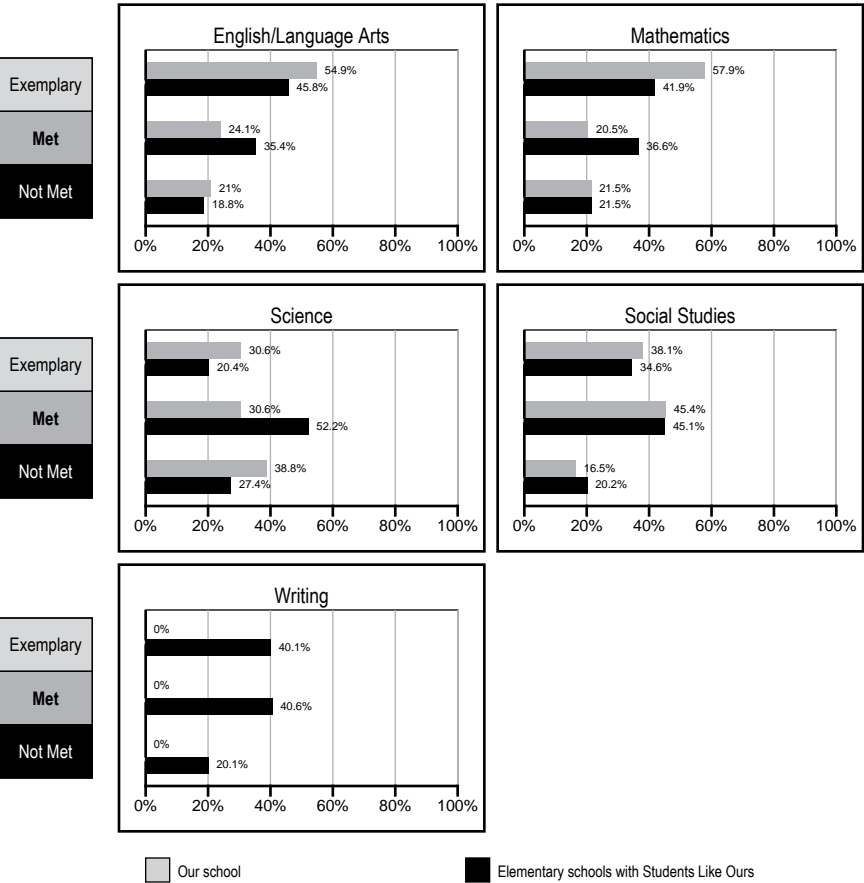
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	38	32	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=469)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	Down from 0.4%	1.1%	1.1%
Attendance rate	95.3%	Down from 96.6%	96.2%	96.2%
Served by gifted and talented program	9.4%	Down from 9.6%	17.5%	13.4%
With disabilities other than speech	2.1%	Down from 6.5%	4.3%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	62.5%	Up from 59.3%	62.5%	62.5%
Continuing contract teachers	83.3%	Up from 77.8%	90.3%	88.2%
Teachers returning from previous year	86.7%	Up from 86.1%	89.3%	87.8%
Teacher attendance rate	96.2%	Up from 95.1%	95.4%	95.2%
Average teacher salary*	\$45,622	Down 0.0%	\$47,763	\$46,773
Professional development days/teacher	18.6 days	Down from 19.3 days	10.9 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	24.8 to 1	Up from 23.0 to 1	20.7 to 1	19.9 to 1
Prime instructional time	90.8%	Up from 90.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,290	Down 0.6%	\$6,922	\$7,447
Percent of expenditures for instruction**	59.6%	Down from 62.3%	68.4%	68.4%
Percent of expenditures for teacher salaries**	58.3%	Down from 58.6%	66.0%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The children at Shaw Heights Elementary School have completed another exciting year as a Palmetto Gold Recipient for our excellent PASS scores. Our faculty and staff are committed to improving student achievement by holding high expectations for learning and social development. Through the use of instructional computer programs at school and at home, students in second and third grades gained knowledge in reading, math, and the skills necessary for them to succeed in the 21st Century.

Our after-school ACES program offers students additional assistance in reading comprehension, in promoting inquiry learning, in encouraging higher level thinking skills, and in developing students' problem solving strategies. Our after-school PASS preparation program is designed to prepare students for the PASS.

We are proud to share that our school continues to be a Red Carpet School, and many of our community members and parent volunteers spend a great deal of time and effort working with our teachers and students to provide for our needs. Our volunteers truly enrich many of the activities provided to our students. Shaw Heights is a magnificent educational atmosphere where learning is top priority, and we do our best to ensure that All Children Excel in School at the home of the Flying ACES.

Stella Hall, Principal

Allison Mathis, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	198	53
Percent satisfied with learning environment	92.3%	84.3%	88.2%
Percent satisfied with social and physical environment	100.0%	85.3%	90.4%
Percent satisfied with school-home relations	76.9%	86.3%	69.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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N/R--Not Reported

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	212	99.5	21	24.1	54.9	85.6	79.4	82.4	Yes	Yes
Gender										
Male	105	100	21.3	25.5	53.2	85.1	75.3	78.7	N/A	N/A
Female	107	99.1	20.8	22.8	56.4	86.1	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	91	100	14.3	16.7	69	88.1	85.3	88.9	Yes	Yes
African American	102	99	25.3	33.7	41.1	83.2	74.8	72.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.7	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.1	83	I/S	I/S
Disability Status										
Disabled	33	100	61.3	12.9	25.8	41.9	42.5	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	130	100	25.4	30.3	44.3	83.6	76.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	212	100	21.9	20.4	57.7	83.2	80.8	81.9	Yes	Yes
Gender										
Male	105	100	22.3	17	60.6	81.9	78	79.9	N/A	N/A
Female	107	100	21.6	23.5	54.9	84.3	83.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	91	100	13.1	13.1	73.8	89.3	86.3	88.9	Yes	Yes
African American	102	100	28.1	29.2	42.7	79.2	76.5	71.4	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.9	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.7	84.4	I/S	I/S
Disability Status										
Disabled	33	100	64.5	6.5	29	48.4	43.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	130	100	27	26.2	46.7	79.5	78.2	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	106	100	39.4	30.3	30.3	60.6	65.3	68.6
Gender								
Male	50	100	40	37.8	22.2	60	67.3	68.3
Female	56	100	38.9	24.1	37	61.1	63.1	68.9
Racial/Ethnic Group								
White	42	100	22.5	27.5	50	77.5	74.9	80.7
African American	54	100	56	34	10	44	58.4	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.4	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	70.8
Disability Status								
Disabled	19	100	83.3	5.6	11.1	16.7	31.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	50	60.7
Socio-Economic Status								
Subsidized meals	71	100	46.3	34.3	19.4	53.7	60.4	57.3

Social Studies								
All Students	106	100	16.5	45.4	38.1	83.5	68.4	72.5
Gender								
Male	55	100	10.2	36.7	53.1	89.8	68.3	72
Female	51	100	22.9	54.2	22.9	77.1	68.6	73.1
Racial/Ethnic Group								
White	49	100	9.1	45.5	45.5	90.9	74.4	81
African American	48	100	23.9	43.5	32.6	76.1	64	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.2	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	64.4	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	81	73.5
Disability Status								
Disabled	14	100	23.1	46.2	30.8	76.9	36.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	46.7	69.7
Socio-Economic Status								
Subsidized meals	59	100	21.8	49.1	29.1	78.2	64.4	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	67.2	73.2	95.3	96.1
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	63	67.2	95	96
Female	N/A	N/AV	N/A	N/A	N/A	N/A	71.7	79.4	95.6	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	81.5	95.4	95.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	62.7	61.3	95.3	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	95.6	96.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	66.7	95.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	95	94.5
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	17.1	26	94.8	95.5
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	65.7	93.2	97.1
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	62.9	63.2	94.6	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	248	100	16.3	24.7	59	83.7
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	211	99.5	21	24.1	54.9	79
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	248	100	18.5	27.8	53.7	81.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	211	100	21.9	20.4	57.7	78.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	123	100	37	30.6	32.4	63
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	106	100	39.4	30.3	30.3	60.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	125	100	22.7	44.5	32.8	77.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	105	100	16.5	45.4	38.1	83.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	251	99.6	22.6	34.8	42.6	77.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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